



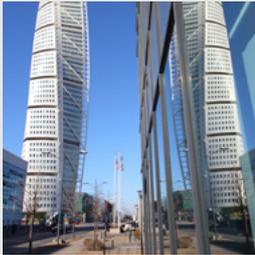
# ICSEI

International Congress for School Effectiveness and Improvement

## ICSEI EXPRESS and DIGEST

Volume 2 Issue 3, 2011

### ICSEI 2012 Conference



Welcome to our third issue of the ICSEI EXPRESS-DIGEST for 2011 - Malmo 2012 on the Horizon and Beyond to Santiago 2013.

**PLEASE NOTE:** If you are interested in exploring the possibility of hosting an ICSEI conference in your country, the guidelines are posted on the ICSEI website [www.icsei.net](http://www.icsei.net) and you can contact Jenny Lewis at the ICSEI Secretariat [admin@icsei.net](mailto:admin@icsei.net) for additional information.

The ICSEI Express, and its embedded 'digest' journal the ICSEI Digest, is issued in April-May, July-August, and October-November.

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### From the President

ICSEI Conference is fast approaching and the program is one of our best. I have visited Malmo and it is a lovely city that will provide a winter wonderland while we are there. When you register, please check to see if your membership is still active and that you have paid your dues (there is a mechanism to do this on the registration site). If you are not a member, become one and take advantage of the lower registration fee, as well as the other benefits of belonging to ICSEI. If you are not able to come to Malmo, renew your membership if it is now due.

Membership is the primary mechanism for keeping ICSEI going and it allows us to provide you with information about school effectiveness, school improvement and innovation around the world, so it is important to stay connected.

Looking forward to seeing you all soon in Malmo.

**Lorna Earl**  
President, ICSEI

### From the Editors

The countdown to the ICSEI 2012 Congress in Malmo is on. We have hundreds of submissions reflecting a significant array of important school effectiveness and school improvement research. Please note that Paige Fisher has joined the editorial team for the Express-Digest.

Respectfully,  
Kirk Anderson and Paige Fisher (Editors ICSEI EXPRESS and DIGEST)

## ICSEI News and Updates

*This section is a forum for news and updates from ICSEI's NETWORKS (Early Childhood, Educational Leadership, The 3P, MORE, Data Use, and Ideas Exchange) and the Board. For the news from the "Data Use and Leadership" networks please read below and watch future editions for news from some of our other networks as well as the ICSEI Board. Please see the announcement on the pre-conference for Data-Use and Leadership Networks for Malmo 2012.*

### **The Combined Pre-Conference on Data Use in Education at ICSEI 2012 on Wednesday, January 4th at Radisson Blu Hotel, Östergatan 10 Malmö, from 10.30-16.30**

The morning will offer combined keynote and discussion sessions for delegates from all four ICSEI networks to explore the topic of Data-Use from a wide perspective, focusing on data relating to educational outcomes but also spreading our view more widely to incorporate health and well-being outcomes for young people into our theme.

The afternoon gives each network a chance to pursue issues within a tighter focus through the format of a workshop and/or seminar. We would ask you indicate which Network's sessions you would like to attend in the afternoon using the options on the Pre-conference section of the registration webpage.

The Educational Leadership Network has decided to structure the afternoon sessions around conversation topics flowing out of the morning keynote on Data Use, while offering a venue for varied leadership perspectives to emerge. Our intention is to offer knowledge-building seminars through focused conversations on key questions. These conversations will offer all Educational Leadership Network members an opportunity to share their experiences and perspectives on educational leadership issues, successes and challenges within their educational context and offer opportunities for strengthening connections within the network. We will also be seeking ways of continuing and extending the conversations and knowledge building through the Educational Leadership Network blog.

If you have already registered for the Combined Pre-Conference, please consider joining us for the afternoon sessions. If you have not, please consider this an invitation to register for the Pre-Conference. We look forward to learning with you in Malmo!

#### **Draft programme**

10.30 Arrival and welcome  
10.45 Keynote on Data-Use  
11.30 Panel Discussion and Q&A  
13:00 Lunch  
14:00 Network parallel session (1)  
15:00 Afternoon Refreshments  
15:30 Network parallel sessions (2)  
16:30 Close

ICSEI Educational Leadership Pre-Conference Organizing Committee,  
Thanks for thinking about our networks: Paige Fisher, Lynn Brown, Kirk Anderson

## ICSEI Digest

This section of the ICSEI Express highlights shorter articles from the previous and upcoming congresses. Of interest to many is that each article is peer reviewed. Each issue of the Digest will include up to four such articles. For those interested in submitting a DIGEST articles for further consideration email your draft to kirk.anderson@mun.ca. We are particularly interested in submissions from ICSEI participants who are intending to present at the 2012 Malmo Conference or the Conference in Santiago in 2013.

## Rethinking teacher education to make a difference: possibilities on the horizon by Mary Stordy, Assistant Professor, Memorial University of Newfoundland

As a teacher, I stand in the world in a pedagogic way (Van Manen, 1991). Like many people reading this article, I want to make a difference in schools through my work in education. It is why I became an elementary teacher in the early 1990's, and it is why I am an assistant professor in a faculty of education twenty years later. As a teacher educator and a mathematics educator, I have resolved to focus my research on impacting the lives of children and teachers in schools. Therefore, it is no coincidence that I find myself drawn to the International Congress for School Effectiveness and Improvement. I firmly believe that researchers in faculties of education have a responsibility to making schools better places for learners and teachers.

While part of my ontology is as a pedagogue, another part of my identity could be described as a troublemaker, someone who causes disruption and challenges others to question aspects of schooling and of teaching, and to consider what it means to live well in a classroom with children in the 21st century. In all aspects of my teaching and my research I attempt to keep the complexity and difficulty of teaching alive and to challenge others to resist reductionist notions surrounding education. Currently I am dissatisfied with the traditional fragmented elementary teacher education program in which I find myself working.

Elementary teachers (K-6) in most parts of Canada are generalists, not subject specialists, which means they are pedagogues first and foremost. They teach all subjects to the same group of children in an integrated manner and are expected to have both pedagogical content knowledge as well as subject knowledge of language arts, mathematics, science, social studies, music, physical education, health, drama, and art, among others. Not only are prospective K-6 teachers expected to know a wide array of disciplines and how best to teach them, they are expected to have a strong sense of child development, and to understand how to prepare children to be literate and numerate for an unknown future with rapidly emerging technologies. This is quite a feat, particularly in traditional fragmented course-based teacher education programs.

Prospective teachers fall prey to the myth of 'teacher as expert' (Britzman, 1991), feeling the pressure to be so much to so many. Britzman (1991) states the following: "One of the most commonly expressed fears of prospective teachers is that they will never know enough to teach. Two fears are collapsed into one: knowing how to teach and knowing everything there is to know about the material" (p. 227). The subject area of mathematics tends to be what most beginning teachers fear the most due to their own school experiences or lack of positive experiences in the discipline.

Mathematics education researcher Jo Boaler (2008) states that "mathematics is widely hated among adults because of their school experiences and most adults avoid mathematics at any cost" (p. 4). A common statement by many of my prospective elementary teachers is that they have little interest in mathematics and they try to avoid the topic if at all possible, yet are expected to make the subject engaging for children. The challenge, then, is for them to embrace an area of study in which they feel ill prepared and completely disconnected.

I do not need to look far to find claims about how the nature of mathematics in schools shapes how prospective teachers feel about mathematics and themselves as learners. Focusing on their work with prospective teachers in central Canada, Gadanidis and Namukasa (2007) state that school-like mathematics is "the kind of mathematics that turned them [prospective teachers] off the subject in the first place" (p. 14). Friesen (2008) makes much the same claim, stating, "There is no other discipline in which the gap between the curriculum presented to students and the body of knowledge that constitutes the discipline is so great" (p. 137).

This is a problem. My own research considers what might be possible in classrooms if a re-conceptualized version of mathematics, a discipline that is living, were allowed entry into the lives of children in schools. Might it be possible to create a teacher education program that closes the gap? Is it possible to design and implement a teacher education program that helps prospective K-6 teachers feel more confident and joyful as they negotiate the mathematical terrain with children?

The good news is this: my faculty has been granted an opportunity to conceptualize a unique teacher education program, thanks to substantial funding received from local stakeholders. These stakeholders recognize the importance of nurturing in children a love and interest in mathematics and science; they realize that the influence of teachers in the elementary years is of utmost importance.

Our work will have its challenges. Britzman (2006) speaks about teacher education as a hated field. She writes: “no teacher really loves her or his own teacher education. They may soften this rage without a thought by saying, ‘They didn’t prepare me for the uncertainty’” (p. 47). Uncertainty is an uncomfortable place to dwell. There is a confidence in being certain about things, as Wheatley (2005) suggests. Our students in our education classes want certainty. But inquiring into teaching means that there is no certainty, and I hope our new program will attempt to keep that alive. So as designers, implementers, and researchers of a new 21st century teacher education program that brings life to mathematics and science for future elementary teachers, we will need to hold on to the uncertainty ourselves. I will continue my role as a pedagogue, and more importantly as a troublemaker, to remind us that it is imperative to resist the easy answers, and to navigate along with our students the difficult and rough terrain of teacher education. I look forward to this challenge, and hope to share with you our progress at ICSEI Santiago in 2013.

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### Looking forward ICSEI Congress to come

We expect warm greetings in the Northern climes of Southern Sweden as we turn our thinking to Malmo and Conference 2012. See you there.



### The Next Edition of the ICSEI EXPRESS and DIGEST

Expect another issue in March 2012. In particular you can expect to hear a report from some of our networks, more information on the 2012 Conference in Malmo and Santiago 2013. If you are interested in writing a short paper as a contribution to the ICSEI Digest, please contact me at [kirk.anderson@mun.ca](mailto:kirk.anderson@mun.ca). This is your ICSEI and your opportunity to participate.



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